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ABSTRACT

By actively involving the child in hearing, saying, seeing, and writing the letters and sounds, this workbook develops a child's skill in recognizing the consonant sounds as well as the most important short and long vowels through a series of 52 lessons. It is appropriate for parents to use with their second- or third-grade children. By using this learning technique, the workbook quickly focuses the child's attention and reinforces basic skills. This approach also encourages the child to create and to write from the very first lesson. After a preface and advice on getting started, sections of the workbook focus on initial and final consonants, doubled consonants, short vowels, long vowels, beginning consonant clusters, ending consonant clusters, unusual spellings, other vowel sounds, and word endings. (RS)

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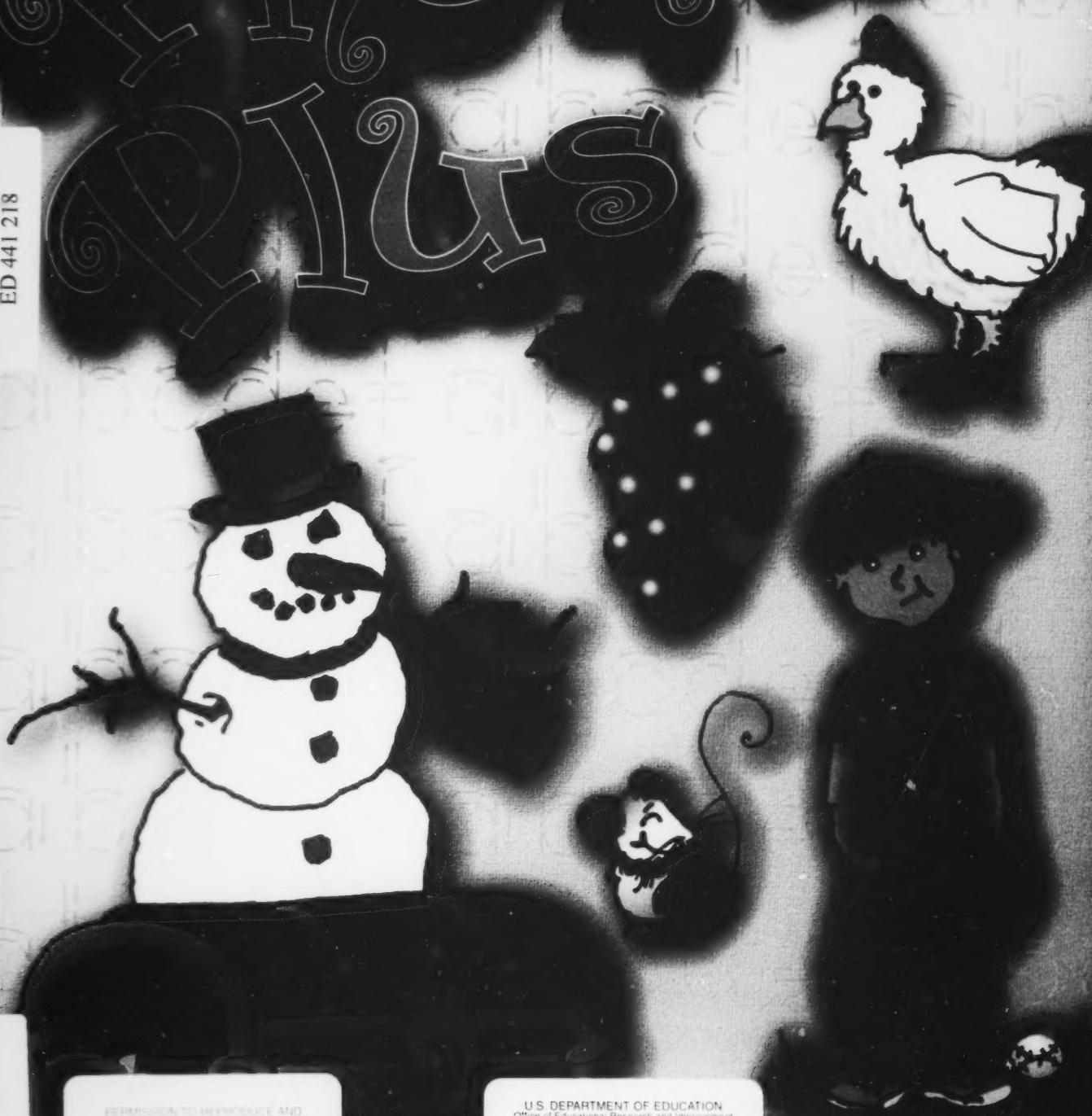
Phonics Plus



BOOK C

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Phonics Plus

Book C

Grades 2–3

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Preface

Congratulations! You have made an extremely important decision in helping your children learn to read. Research shows that knowing the alphabet and recognizing the sounds of letters are the skills most likely to lead to success in early reading.

Phonics Plus, Book C develops your child's skill in recognizing consonant sounds as well as the most important short and long vowels. **Phonics Plus** accomplishes this by actively involving the child in *hearing, saying, seeing,* and *writing* the letters and sounds.

By using such a learning technique, **Phonics Plus** quickly focuses the child's attention and reinforces basic skills. This approach also encourages the child to create and to write words and sentences from the very first lesson.

A companion volume entitled **Phonics Plus, Book A** introduces the consonants and the short-vowel sounds represented by the letters of the alphabet. These sounds are reviewed in the first 13 lessons of **Phonics Plus, Book B**, so your child can begin with a quick summary of the most basic information. The remaining lessons in **Book B** build on the material presented in the review lessons.

English is an alphabetic language: the spelling is designed to represent the spoken sounds. The **b** sound, for example, can be heard at the beginning of the word *book;* the short **a** sound can be heard in the middle of the word *bat.*

By showing young readers this sound-symbol relationship, you will give them one important key that will help to unlock written messages. Even though English has many spelling patterns that eventually need to be learned, **Phonics Plus, Book C** shows your child that the language is *systematic* and can be learned by following a logical, methodical approach.

Phonics Plus, Book C asks your child to write on every page. Writing focuses the child's attention and acts as a powerful strategy for reinforcing the item to be learned. The writing activities also give the child a chance to be creative.

Any beginning reading program naturally needs a rich environment of books, reading aloud, and time for sharing ideas found in books. Those activities create the interest that motivates children to work on decoding skills and other skills that enable them to become proficient readers and writers.

Thank you for caring about the learning success of your children.

—The Family Learning Association

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Getting Started

Set aside a regular time for your child to work on the exercises in this book. In fact, two or three short periods of work each day will be better than one long one. Because most of the exercises are presented in groups of five, you can devote each weekday to one page and then let your child work on the review exercise on the weekend.

Also have a regular place for your child to work. Use a desk or table and make sure your child holds the paper straight on the surface. Provide large pencils. You may want to get some paper with control lines so your child can have more practice if it is needed.

This book is designed to help your child learn basic short and long vowel sound-spelling patterns. It is the place to try things out, to make mistakes, and to learn by doing.

Brief instructions are given at the beginning of each exercise. Read these instructions to your child. The notes at the bottom of the page are for you. They elaborate on the instructions and stress the important point for each exercise. They also give answers and provide sample sentences that can be used to help your child work on each lesson.

This is not a spelling book.

At this early stage, it is not realistic to expect children to remember how to spell every word in this book, and that is not the purpose. Instead, we want to provide the *background* that will prepare your child to study spelling in a systematic way after this book is finished.

Offer your child any help that is needed. Don't hesitate to spell out words or to point out any important bit of information, no matter how often it has been presented. The idea is to give your child practice in getting acquainted with letters and their sounds, and the experience should always be positive. This book is designed to help your child discover that letters and sounds can be matched and that words can be figured out.

At no point should your child be concerned with "getting the right answer." The goal is to help your child experiment with letters and sounds in order to learn how the language works. This book is designed to help your child discover that letters and sounds can be matched and that words can be figured out. The business of learning spelling patterns and remembering how to spell words will come later.

Lesson 1

Words that start with b or d

Say each word. Hear the sound at the beginning of each word.

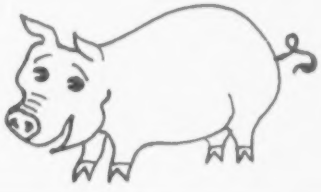
big	dot	back	dig
day	bus	dish	boat

1. Which words start with the sound at the beginning of *bike?*

big

2. Which words start with the sound at the beginning of *dog?*

3. Which words rhyme with *pig?*



Notes

Each word on this list begins with a consonant sound spelled with the corresponding letter of the alphabet: the /b/ sound is spelled with **b** and the /d/ sound is spelled with **d**. Make sure your child is aware of this match between consonant letters and sounds.

The first question directs your child to the initial /b/ sound in ***bike***. Help your child look through the list to find the four words that begin with the same letter and sound: *big, back, bus,* and *boat*. The second question focuses on the initial /d/ sound in *dog*. Again, help your child write the four words that begin the same way: *dot, dig, day, dish*. The last question points to the words *big* and *dig*, which rhyme with *pig*. Since all these words end the same way, the initial consonant makes the difference.

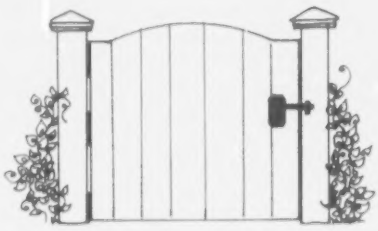
Lesson 2

Words that start with g or l

Say each word. Hear the sound at the beginning of each word.

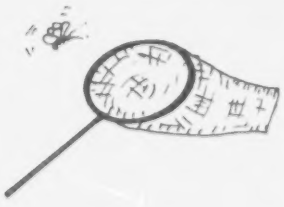
get	lot	good	like
girl	let	give	look

1. Which words start with the sound at the beginning of *gate?*



2. Which words start with the sound at the beginning of *log?*

3. Which words rhyme with *net?*



Notes

As in the first lesson, help your child write the four words on the list that begin with **g** *(get, good, girl, give)* and the four that begin with **l** *(lot, like, let, look)*. Stress the match between sounds and letters at the beginning of each word. Also notice that *get* and *let* rhyme with *net*; again, it is the initial consonant that makes the difference.

Lesson 3

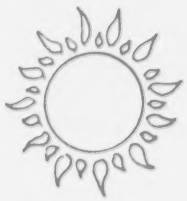
Words that start with p or s

Say each word. Hear the sound at the beginning of each word.

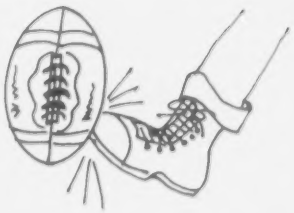
pet	sad	pick	sit
pan	set	pot	sick

1. Which words start with the sound at the beginning of *pin?*

2. Which words start with the sound at the beginning of *sun?*



3. Which words rhyme with *kick?*



Notes

As with the preceding units, your child should find the four words that begin with **p** *(pet, pick, pan, pot)* and the four that begin with **s** *(sad, sit, set, sick)*. Notice the match between initial sounds and letters. The words *pick* and *sick* rhyme with *kick*.They also end with the spelling **ck**, which is often used in words that end with the /k/ sound.

Lesson 4

Words that end with d or g

Say each word. Hear the sound at the ***end*** of each word.

sad	rug	kid	leg
red	hug	glad	log

1. Which words end with the sound at the end of *bed?*

2. Which words end with the sound at the end of *bug?*

3. Which two words rhyme with *bad?*

4. Which two words rhyme with *tug?*

Notes

At this point the emphasis shifts to the sound of the individual consonant at the *end* of each word. Make sure your child realizes that the idea is to match the sound and letter at the end of each word, not the beginning. Four words end with the /d/ sound spelled **d** *(sad, kid, red, glad)* and four end with the /g/ sound spelled **g** *(rug, leg, hug, log)*. Also make sure that the rhyming words are identified: *sad* and *glad* end with **d**, and *rug* and *hug* end with **g**.

Lesson 5

Words that end with p or t

Say each word. Hear the sound at the ***end*** of each word.

top	hit	pop	hot
tap	not	ship	sit

1. Which words end with the sound at the end of *cup?*

2. Which words end with the sound at the end of *cat?*

3. Which two words rhyme with *fit?*

4. Which two words rhyme with *dot?*

5. Which two words rhyme with *hop?*

Notes

As in the preceding lesson, help your child find the four words that end with the /p/ sound spelled **p** *(top, pop, ship, tap)* and the four that end with the /t/ sound spelled **t** *(hit, hot, not, sit)*. There are three sets of rhyming words: *hit* and *sit* rhyme with *fit*, *hot* and *not* rhyme with *dot*, and *top* and *pop* rhyme with *hop*.

Lesson 6

Words that end with ll or ss

Say each word. Hear the sound at the ***end*** of each word.

hill	pass	full	miss
well	fuss	pill	class

Each word ends with one consonant sound. Each sound is spelled with doubled letters **ll** or **ss**.

1. Which words end with the sound at the end of *bell?*

2. Which words end with the sound at the end of *grass?*

3. Which two words rhyme with *fill?*

4. Which two words rhyme with *glass?*

Notes

In this lesson, each word ends with a single consonant sound, but each sound is spelled with doubled letters **ll** or **ss**. Most words that end with the /l/ or the /s/ sound use these doubled-letter spellings. The words that end with **ll** are *hill, full, well, pill,* and those that end with **ss** are *pass, miss, fuss, class.* The words that rhyme with *fill* are *hill* and *pill;* those that rhyme with *glass* are *pass* and *class.*

Lesson 7

Words that begin or end with f or m

Say each word. Hear the sound at the beginning ***and*** the end of each word.

fall	map	foot	make
if	mail	fan	room

Some words on this list begin with **f** or **m**. Other words end with **f** or **m**.

1. Which words start with the sound at the beginning of *fish?*

2. Which word ends with **f**?

3. Which words start with the sound at the beginning of *moo?*

4. Which word ends with **m**?

Notes
This lesson challenges your child to focus on the sound and spelling of initial *and* final consonants. Help your child find the three words that begin with **f** *(fall, foot, fan)* and the one word that ends with **f** *(if)*. Also make sure your child finds the three words that begin with **m** *(map, make, mail)* and the one word that ends with **m** *(room)*.

Lesson 8

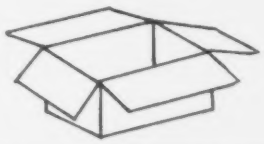
Words that begin or end with **b** or **n**

Say each word. Hear the sound at the beginning ***and*** the end of each word.

bike	name	rub	pin
job	can	best	now

Some words on this list begin with **b** or **n**. Other words end with **b** or **n**.

1. Which words start with the sound at the beginning of *box?*



2. Which word ends with **b**?

3. Which words start with the sound at the beginning of *nose?*

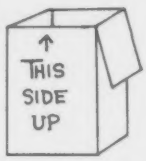
4. Which word ends with **n**?

Notes
In this lesson there are two words that begin with the /b/ sound spelled **b** *(bike, best)* and two that end with **b** *(rub, job)*. Two words begin with the /n/ sound spelled **n** *(name, now)* and two end with **n** *(pin, can)*. Make sure your child focuses on the difference between the two categories.

Review

Initial Consonants

Say the word that names each picture. Then write the letter that you hear at the beginning of each word.

1. _____ 

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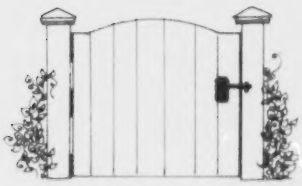
3. _____

4. _____ 

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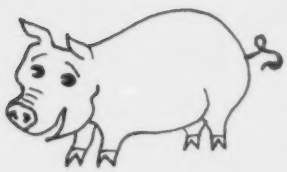
7. _____ 

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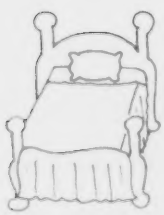
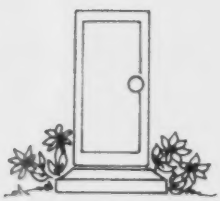
9. _____ 

10. _____ 

Notes
After each picture, your child should write the consonant letter that represents the sound at the *beginning* of the name of that picture. box; dog; fan; gate; log; six; pig; nose; bed; door

Review

Final Consonants

Say the word that names each picture. Then write the letter that you hear at the ***end*** of each word. Sometimes there will be two letters that make one consonant sound at the end of a word.

1.

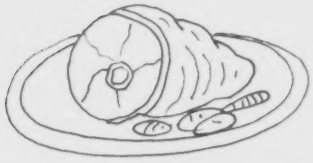
2.

3.

4.

5.

6.

7. 

8.

9.

10.

Notes
In this review, make sure your child writes the letter or letters that represent the consonant sound at the *end* of each word. bug; ball; coat; top; bread; glass; ham; cup; bell; tub

Lesson 9

Doubled consonants in **hammer** and **pillow**

Say each word. There is a doubled consonant letter in the middle of each word.

butter	yellow	summer	puddle
hammer	cotton	middle	pillow

Each doubled letter spells one consonant sound. After you write each word, put a line under the doubled letter in the middle.

1. Which words have **tt** as in *button*?

butter

2. Which words have **ll** as in *mellow*?

3. Which words have **dd** as in *paddle*?

4. Which words have **mm** as in *dimmer*?

Notes

Each word has two syllables, and each syllable has its own vowel sound. The important thing here is for your child to notice that each word is spelled with a doubled consonant letter in the middle, between the two syllables. However, each doubled letter spells only one consonant sound. butter, cotton; yellow, pillow; puddle, middle; summer, hammer

Lesson 10

Doubled consonants in **pebble** and **dinner**

Say each word. There is a doubled consonant letter in the middle of each word.

happy	rubber	dinner	scuffle
pebble	sniffle	supper	funny

Each doubled letter spells one consonant sound. After you write each word, put a line under the doubled letter in the middle.

1. Which words have **pp**?

2. Which words have **bb**?

3. Which words have **nn**?

4. Which words have **ff**?

Notes
As in the preceding lesson, each word has a doubled consonant in the middle. Each doubled consonant spells a single consonant sound. happy, supper; rubber, pebble; dinner, funny; scuffle, sniffle

Lesson 11

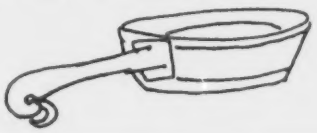
The short **a** in **cat**

Say each word. Hear the short **a** in each word.

sat	back	fan	mat
pass	bat	pack	ran

Short **a** is spelled with the letter *a*. Write the words that answer each question.

1. Which words rhyme with *pan?*



2. Which words rhyme with *hat?*

3. Which words end with **ck** and rhyme with *sack?*

4. Which word ends with **ss**?

Notes

This lesson focuses on /a/, which is the short a vowel sound. Each word on this list is spelled according to the **CVC** spelling pattern: Consonant-Vowel-Consonant. The initial consonant is followed by the vowel letter and a final consonant. In words of this type, the short vowel is usually spelled with the corresponding letter of the alphabet *(cat)*. Many short-vowel words follow this pattern.

Also notice that two words end with **ck** and one ends with **ss**. The CVC pattern still applies because these words still end with a single consonant *sound*, even though it is spelled with two letters. fan, ran; sat, mat, bat; back, pack; pass

Lesson 12

The short **e** in **bell**

Say each word. Hear the short **e** in each word.

fed	set	fell	yes
well	red	get	tell

Short **e** is spelled with the letter ***e***. Write the words that answer each question.

1. Which words rhyme with *bed?*

2. Which words rhyme with *net?*

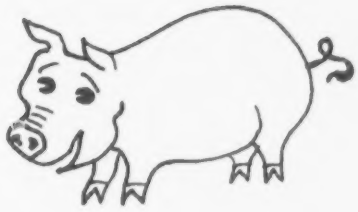
3. Which words rhyme with *sell?*

4. Which word means the opposite of NO?

Notes
These words also follow the CVC pattern, with the /e/ sound in *bell* spelled with the letter *e* in each word. Help your child find the words that answer each of the four questions. Also remember the final ll, which was introduced earlier. This spells the consonant sound /l/ at the end of three words in this unit. fed, red; set, get; fell, well, tell; yes

Lesson 13

The short i in pig



Say each word. Hear the short i in each word.

in	big	fill	pick
fig	sick	tin	hill

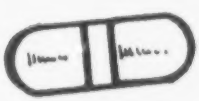
Short i is spelled with the letter *i*. Write the words that answer each question.

1. Which words rhyme with *pin?*

2. Which words rhyme with *dig?*

3. Which words rhyme with *stick?*

4. Which words end with ll and rhyme with *pill?*



Notes

These words have the /i/ sound in *pig*. They also follow the CVC pattern. Notice the words that end with ck or ll. Each of these groups of letters spells a single consonant sound, as pointed out in earlier units. in, tin; big, fig; pick, sick; fill, hill

Lesson 14

The short o in pot

Say each word. Hear the short **o** in each word.

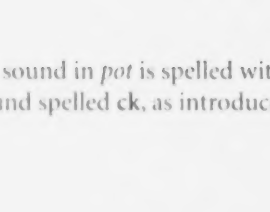
not	hop	got	rock
lot	sock	pop	lock

Short **o** is spelled with the letter ***o***. Write the words that answer each question.

1. Which words rhyme with *mop?*

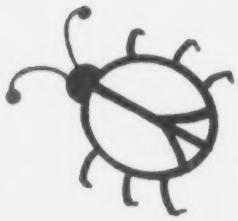
2. Which words rhyme with *hot?*

3. Which words end with **ck** and rhyme with *block?*



Notes
As in all the short-vowel units, these words fit the CVC pattern. The /o/ sound in *pot* is spelled with the corresponding letter **o** in the alphabet. Some words end with the /k/ sound spelled **ck**, as introduced earlier.
hop, pop; not, got, lot; rock, sock, lock

Lesson 15



The short **u** in **bug**

Say each word. Hear the short **u** in each word.

fun	hug	hut	run
luck	but	tug	duck

Short **u** is spelled with the letter ***u***. Write the words that answer each question.

1. Which words rhyme with *sun?*

2. Which words rhyme with *rug?*

3. Which words rhyme with *nut?*

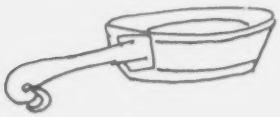
4. Which words end with **ck** and rhyme with *truck?*

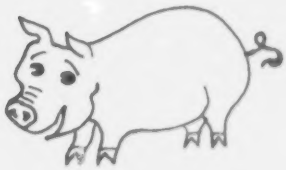
Notes
Each word has the /u/ sound in *bug* spelled with the letter *u*, and each word fits the CVC pattern. Two words end with the /k/ sound spelled *ck*, which we have seen before. fun, run; hug, tug; hut, but; luck, duck

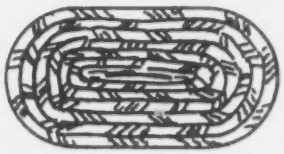
Review

Short Vowels

Say the word that names each picture. Hear the short vowel in each word. Then write the vowel letter that fits in each word.

1.  p_n

2.  p_g

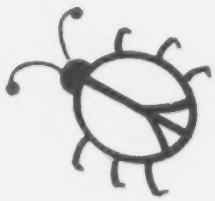
3.  r_g

4. b_d

5. l_g

6. c_p

7. b_ll

8.  b_g

9. fr_g

10. sh_ll

Notes for Parents

Emphasize the short vowel sound in the name of each picture. Then have your child write the vowel letter that fits in each word. pan; pig; rug; bed; log; cap; bell; bug; frog; shell

Review

Short Vowels

Read each sentence. Look at the two words given below each blank line. Write the word that fits in each sentence. Hear the short vowel in each word.

1. I hit the ball with my new _____ .
   bit bat

2. I hope I _____ a new bike.
   get sat

3. I can _____ faster than Ellen.
   red run

4. All the toys will fit in this _____ .
   bug bag

5. The rabbit likes to _____ in the grass.
   hip hop

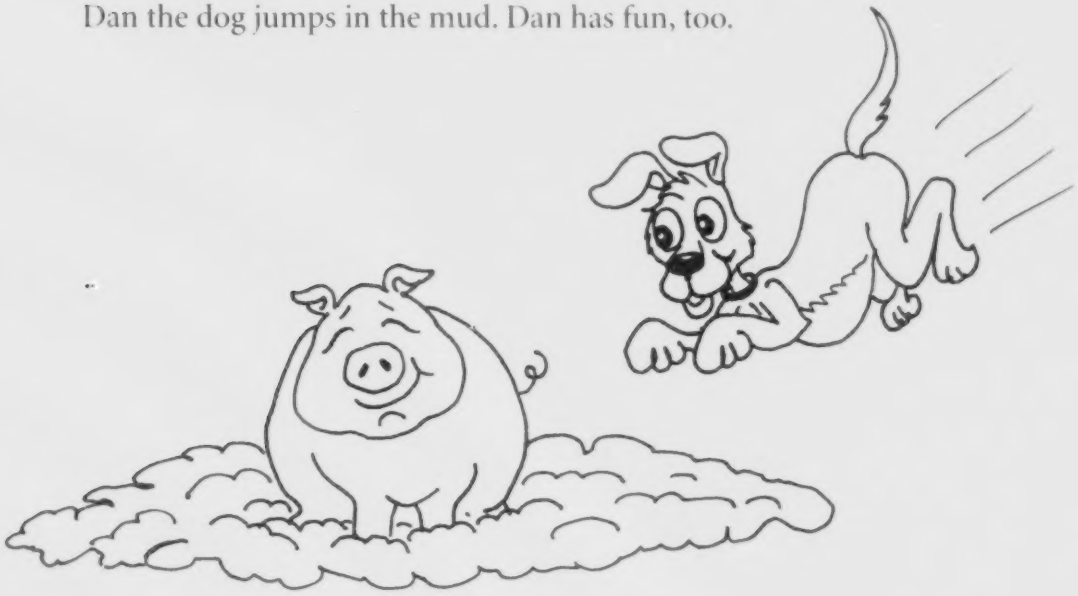
Notes
The object of this review is to show how important the right short vowel is when it comes to writing sentences that make sense. Help your child pick the word that fits in each sentence, and stress the short vowel sound in each one. bat; get; run; bag; hop

Fun in the Mud

How many short-vowel words can you find in this story?

A fat pig sits in the mud. He has a lot of fun just sitting there.

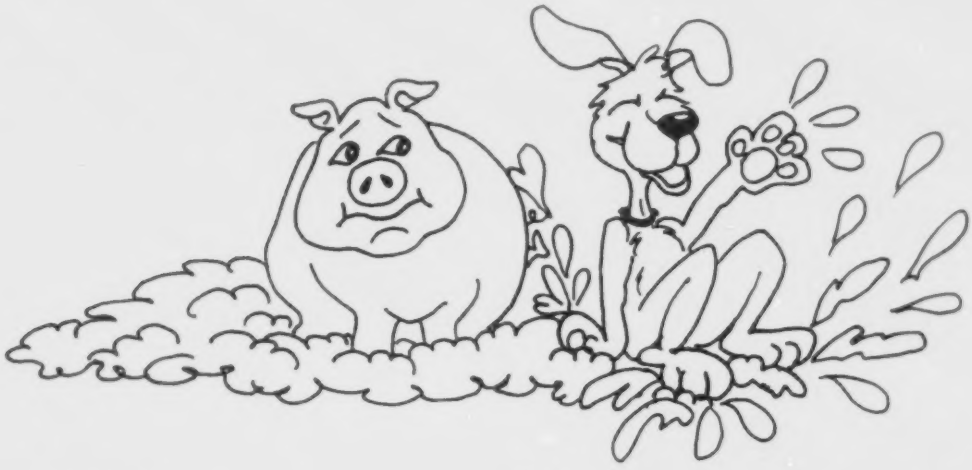
Dan the dog jumps in the mud. Dan has fun, too.



That fat pig didn't want to get up. He just sat and looked at Dan.

Dan kept jumping in the mud. He jumped in and he jumped out.

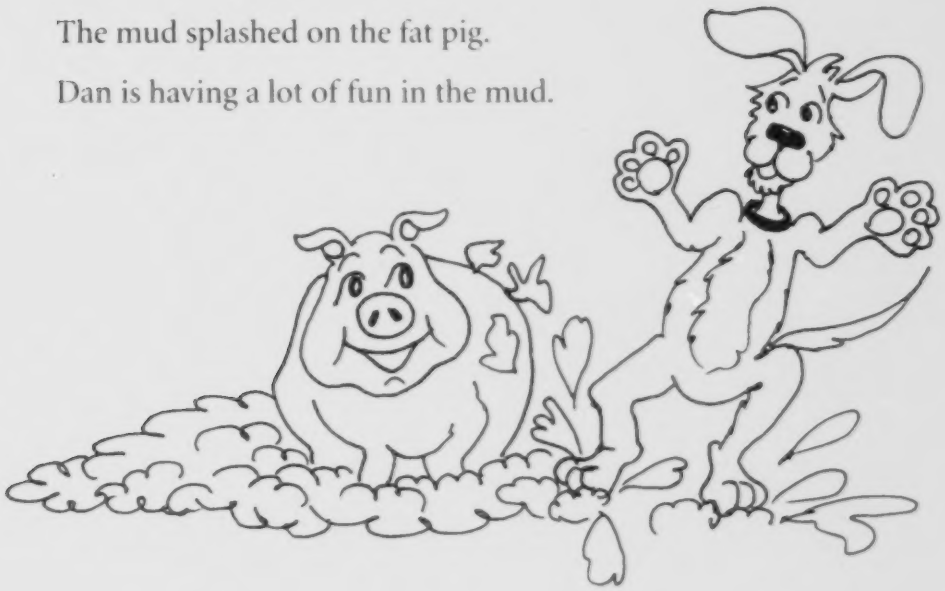
Mud flew all over Dan and the pig.



Dan ran and jumped in the mud.

The mud splashed on the fat pig.

Dan is having a lot of fun in the mud.

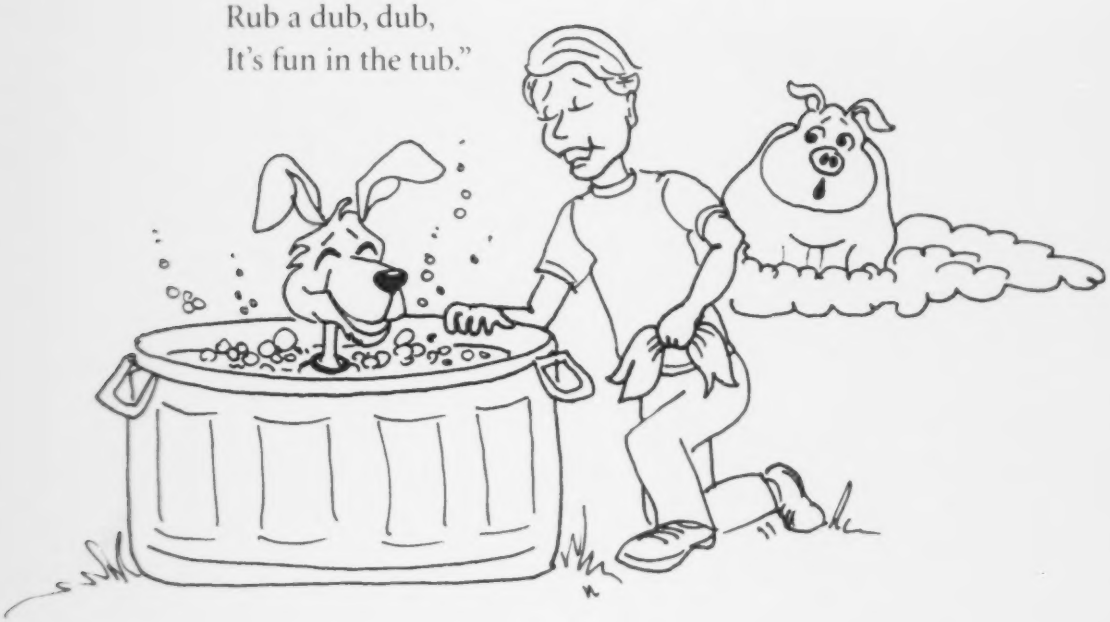


Just then, Bill came to see what was happening.

"Oh Dan," Bill said, you are covered with mud! Jump in the tub, Dan."

"We will rub the mud away."

Bill sang, "Rub-a-dub-dub,
Dan's in the tub.
Rub a dub, dub,
It's fun in the tub."



"Is it fun in the tub?"

But the pig was happy in the mud.

"Can we put the pig in the tub?" asked Bill.

Dan barked, "a no, no, no!"

Then Bill sang again,
"Rub-a-dub-dub,
Pig's in the mud.
Rub a dub, dub,
It's fun in the mud."

Notes

This story is filled with short-vowel words spelled with the CVC pattern: *fat, pig, sit, mud, lot, runs, fun,* and so on. After the story, help your child find each CVC word and reinforce the pattern.

Lesson 16

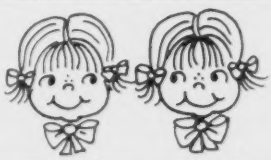
The long a in cake

Say each word. Hear the long a in each word.

make	name	race	lake
tame	bake	made	game

Long **a** is spelled with the letter *a*. Each word has a silent *e* at the end. This *e* lets you know that the vowel is long.

1. Which three words rhymes with *rake?*



2. Which words rhyme with *same?*

3. Which word fits in each sentence?

I like to _____ my friend to the corner.

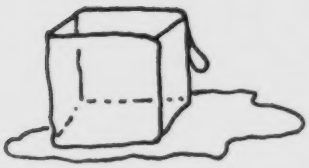
Dad and I _____ a house for our dog.

Notes for Parents

This lesson focuses on long **a**, the sound you hear when you pronounce the first letter in the alphabet. It also introduces the **VCe** spelling for long-vowel words: **V**owel-**C**onsonant-final **e**. In this lesson, each word begins with a consonant followed by the **Vce** pattern. The letter *a* is the main vowel, and the final *e* acts as a marker that lets you know the vowel is long, not short. You can see and hear this when you compare words such as *at-ate* or *cap-cape*. Make sure your child realizes that each word ends with the silent *e*, which must be used to mark the long vowel. make, lake, bake; name, tame, game; I like to **race** my friend to the corner. Dad and I **made** a house for our dog.

Lesson 17

The long **i** in **ice**



Say each word. Hear the long **i** in each word.

mine	time	like	ride
bike	line	side	dime

Long **i** is spelled with the letter *i*. Each word has a silent *e* at the end. This *e* lets you know that the vowel is long.

1. Which words rhyme with *fine?*

2. Which words rhyme with *hike?*

3. Which words rhyme with *wide?*

4. Which word fits in each sentence?

Do we have _____ to play another game?

I need a _____ to pay for this candy.

Notes
Here the long **i** words also fit the VCe pattern. The word *ice* fits the pattern eactly; all the other words in this lesson begin with a consonant followed by VCe. Remind your child of the importance of the final silent *e* as a marker for the long vowel. mine, line; like, bike; ride, side; Do we have **time** to play another game? I need a **dime** to pay for this candy.

Lesson 18

The long **o** in **rope**

Say each word. Hear the long **o** in each word.

hope	note	pole	nose
home	rode	hole	rope

Long **o** is spelled with the letter *o*. Each word has a silent *e* at the end. This *e* lets you know that the vowel is long.

1. Which words end with *–ope?*

2. Which word rhymes with *vote?*

3. Which words rhyme with *mole?*

4. Which word fits in each sentence?

We _____ down a bumpy road.

We hurried to get _____ before the rain began.

Notes

These words have the long **o** sound spelled with the VCe pattern. The first three questions ask your child to look for the *base* of each word: *-ope, -ote, -ole.* This is the group of letters that fit the VCe pattern. They establish the long-vowel sound, while the initial consonant is different in each word. hope, rope; note; pole, hole; We **rode** down a bumpy road. We hurried to get **home** before the rain began.

Review

Long Vowels

Read each pair of words. Put a circle around the word that has a **long** vowel.

1.	hop	hope	2.	ride	rid
3.	pin	pine	4.	not	note
5.	hate	hat	6.	bit	bite
7.	rod	rode	8.	cane	can

Notes
This review emphasizes the importance of the final *e* as a marker for the long vowel sound. Each box has one CVC word with a short vowel (as in *hop*) and another word in which the final *e* is added to create a long-vowel word that fits the VCe pattern (as in *hope*). hope; ride; pine; note; hate; bite; rode; cane

Review

Long-vowel words used in sentences

Read each sentence. Look at the two words below each blank space. Write the word that makes sense in each sentence.

1. My dad and I _____ a bird house.
   mad made

2. I like to _____ my bike in the rain.
   rid ride

3. Superman wears a long _____ .
   cape cap

4. I _____ our team wins the next game.
   hop hope

5. Use a piece of _____ to fix the torn paper.
   tape tap

6. Our dog took a big _____ out of my slipper.
   bit bite

7. Leave a _____ to tell them where we have gone.
   note not

8. This broken window _____ needs to be fixed.
   pan pane

Notes
These sentences give a short-vowel word and a long-vowel word spelled with final *e* to fit each blank space. Your child should write the long-vowel VCe word that belongs in each sentence. made; ride; cape; hope; tape; bite; note; pane

What's Your Name?

"Hi. I'm Jane."

"I'm Dave. Where do you live?"

"We just moved in down the street. That's a nice bike," said Jane.

"Yes. I just got it," said Dave. "I like to ride out to the lake sometimes."

"That sounds great," said Jane. "May I ride with you sometime?"

"Sure, maybe you can take your dog with us,"said Dave.

"We could run a race to the lake, I won the last time I raced against my friends."

"I don't like to race," said Jane, "but I do like to play softball. In our game last week I hit a home run."

"I play softball, too," said Dave. "I like to run and slide."

"Maybe I can come to the next game," said Jane. "but, I've got to go home now and practice piano."

Notes

This story contains many long-vowel words spelled with the VCe pattern: *name, Jane, Dave, nice, bike, ride, lake,* and so on. Make sure your child identifies them after reading the story.

Lesson 19

Words that begin with cl, fl, gl, sl

Say each word. Notice the sound at the beginning of each word. Draw a line under the first two letters in each word, like this: f<u>l</u>ag.

flame	clip	glad	slip
clap	glass	slide	flop

Each word begins with two letters that blend together.

1. Which words start with the sound at the beginning of *clock?*

2. Which words start with the sound at the beginning of *flag?*

3. Which words start with the sound at the beginning of *glove?*

4. Which words start with the sound at the beginning of *sled?*

Notes

All the words in this lesson begin with *consonant clusters*. The type of cluster used in these words is called the *consonant blend*. In this lesson, each word begins with a consonant that blends with the letter *l*.

For additional practice, have your child identify the vowel sound in each word. Most of these words have short vowels and fit the CVC pattern. The words *flame* and *slide* have long vowels and fit the VCe pattern. Make sure your child understands that the initial consonant sound in each word is formed by blending two consonant letters smoothly together. clip, clap; flame, flop; glad, glass; slip, slide

Lesson 20

Words that begin with br, cr, dr, gr

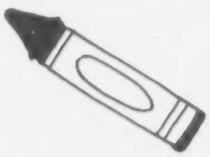
Say each word. Notice the sound at the beginning of each word. Draw a line under the first two letters in each word.

brag	crack	drop	grade
drive	grab	brave	crab

Each word begins with two letters that blend together.

1. Which words start with the sound at the beginning of *bread?*

2. Which words start with the sound at the beginning of *crayon?*



3. Which words start with the sound at the beginning of *drum?*

4. Which words start with the sound at the beginning of *grass?*

Notes

These words begin with another group of consonant blends. Here, the initial consonant in each word blends with the letter *r.*

Again, you may want to have your child identify the vowel sound in each word. Five of the words have short vowels and fit the CVC pattern. The words *grade, drive,* and *brave* have long vowels and fit the VCe pattern. brag, brave; crack, crab; drop, drive; grade, grab

Lesson 21

Words that begin with ch or th

Say each word. Notice the sound at the beginning of each word. Draw a line under the first two letters in each word, like this: <u>th</u>is.

chop	this	child	thin
that	chin	think	chase

Each word begins with two letters that make one sound.

1. Which words start with the sound at the beginning of *cheese?*

2. Which words start with the sound at the beginning of *thumb?*

3. Which word rhymes with *hop?* _____

4. Which word rhymes with *hat?* _____

5. Which words rhyme with *tin?* _____

Notes

These words begin with another type of cluster called a *consonant digraph.* A digraph is made up of two consonants that form a new sound that is unlike the sound of either letter by itself. The digraphs in this lesson are formed by the letters *ch* in *chop* and *th* in *this.* chop, child, chin, chase; this, thin, that, think; chop; that; chin, thin

Lesson 22

Words that begin with sh or wh

Say each word. Notice the sound at the beginning of each word. Draw a line under the first two letters in each word.

shop	when	shine	what
which	shall	white	shape

Each word begins with two consonants that make one sound.

1. Which words start with the sound at the beginning of *shoe?*

2. Which words start with the sound at the beginning of *wheel?*

3. Which word rhymes with *hop?* _____

4. Which word rhymes with *then?* _____

5. Which word rhymes with *fine?* _____

6. Which word rhymes with *tape?* _____

Notes

The digraphs in this lesson are *sh* in *shop* and *wh* in *when*. As in the preceding lesson, make sure your child realizes that these digraphs create new sounds that are different from the sounds of the individual letters.

shop, shine, shall, shape; when, what, which, white; shop; when; shine; shape

Review

Words That Begin with Consonant Blends

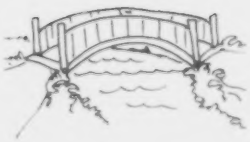
Say the word that names each picture. Then look at the groups of letters beside each picture. Put a circle around the two letters that spell the sound you hear at the beginning of each word.

1.
   bl cr cl

2.
   fr pl dr

3.
   fl br gl

4.
   gr cr fl

5. 
   dr sl br

6.
   fl gr gl

7.
   gl sl fl

8.
   dr cl gr

Notes
These pictures can be named with words beginning with consonant blends. Point out the match between the two letters that represent the sound you hear at the beginning of each word. **cl**own; **dr**agon; **gl**ass; **cr**ayon; **br**idge; **fl**ag; **sl**ide; **gr**apes

Review

Words That Begin with Consonant Blends

Say the word that names each picture. Then look at the groups of letters beside each picture. Put a circle around the two letters that spell the sound you hear at the beginning of each word.

1.

wh
sh
th

2.

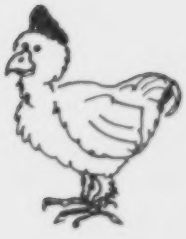
sh
th
ch

3.

sh
wh
th

4.

ch
wh
th

5. 

wh
ch
sh

6.

th
ch
sh

7.

ch
th
wh

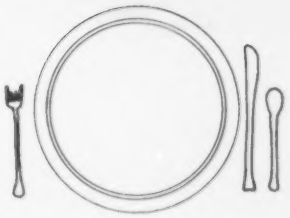
8.

wh
sh
ch

Notes
Each picture shows an object that begins with one of the digraphs we just studied. Make sure your child understands the match between the spelling pattern and the sound at the beginning of each word. **ship**; **chair**; **wheel**; **thumb**; **chicken**; **shell**; **whistle**; **cheese**

Lesson 23

Words that end with ch, sh, th



Say each word. Notice the sound at the end of each word. Draw a line under the last two letters in each word, like this: ea<u>ch</u>.

much	wish	both	rich
wash	path	push	with

Each word ends with two consonants that make one sound.

1. Which words end with the sound you hear in *peach?*

2. Which words end with the sound you hear in *fish?*

3. Which words end with *th?*

4. Which word rhymes with *dish?*

5. Which word rhymes with *bath?*

6. Which word rhymes with *such?*

Notes

In this list, each word *ends* with a consonant digraph. Make sure your child focuses on the pattern at the end of each word. Also remember that each digraph combines two consonants to make a new sound unlike the sound of either letter by itself. much, rich; wish, wash, push; both, path, with; wish; path; much

Lesson 24

Words that end with ld, nd, st

Say each word. Notice the sound at the end of each word. Draw a line under the last two letters in each word, like this: **la<u>st</u>**.

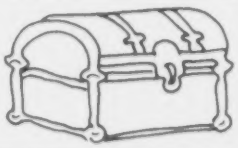
wild	end	fast	cold
find	must	send	best

Each word ends with two letters that blend together.

1. Which words end with the sound you hear in *child?*

2. Which words end with the sound you hear in *hand?*

3. Which words end with the sound you hear in *chest?*



4. Which word rhymes with *rest?*

5. Which word rhymes with *fold?*

6. Which words rhyme with *bend?*

Notes

Each word in this list ends with a *consonant blend.* These blends are different from the ones you saw in earlier lessons that focused on the beginning of words. wild, cold; end, find, send; fast, must, best; best; cold; end, send

Review

Final Consonant Clusters

Read each sentence. Look at the words written under each blank space. Write the word that fits in the sentence. Notice the sound of the letters at the end of each word you write.

1. The _____ like to swim in the pond.
   each fish

2. The wind was very _____ last night.
   cold sand

3. I ate too _____ pizza and got sick.
   wish much

4. I like to hear the _____ play.
   sand band

5. I lost _____ of my gloves.
   with both

6. He can run very _____ .
   list fast

7. _____ student did well on the test.
   Much Each

8. Did you _____ a letter to your friend?
   band send

Notes
All the words to be added in these sentences end with digraphs *ch, sh, th* or blends *ld, nd, st.* In some sentences, both words under the blank line end with the same blend or digraph, so your child must be careful to look at the whole word and choose the one that makes sense. Make sure your child notices the sound of the blend or digraph at the end of each word written under the blank line. fish; cold; much; band; both; fast; each; send

What's That Noise?

"I'm glad we came on this camping trip," said Brad. "I wish we could do this more often."

"I just hope it doesn't get too cold," said Mom. "Maybe we can find some firewood."

Dad said, "We can always chop some if we need to. A warm flame would feel good."

Just then Brenda jumped. "What was that?" she said.

"What was what?" asked Brad. "I didn't hear anything."

"I heard a noise," said Brenda. "Let's go down that path and see if we can find anything. You come and help, Charlie." Charlie barked and ran outside.

Brad asked, "Did it sound like a clink or a clank?"

"No, it was more like a crunch. Or maybe a crash," said Brenda.

"You're sure it wasn't a croak or a crackle? Could it have been a crab creeping across a crocodile?"

"No, it was more like a grizzly bear slipping and sliding on gravel. Or maybe an elephant flapping its ears and flopping down on the floor. It could even have been a cricket crying for some crackers."

Brad stopped looking and started back to the cabin. "I don't think you heard a cricket or a bear or a crab or anything. You made it all up."

"No, I heard something. Let's go back and see if Mom and Dad heard anything."

When they got back to the cabin, Brad asked, "Have you heard any strange noises like crickets crying or crabs creeping?"

"No," said Dad, "but we did hear a seal flapping its flippers."

"And there was a fish washing dishes after supper," said Mom. "But we didn't hear any *strange* noises."

Brenda said, "I don't think you take me seriously. I'll bet you didn't hear that noise just a second ago."

"What noise?" asked Brad.

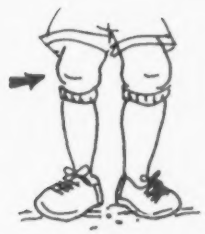
"That chipmunk sneezing and snickering at the joke I just played on all of you," said Brenda.

Notes

This story contains a great many words beginning with blends (*Brad, Brenda, glad, flame, clink, clank, crunch, crash,* etc.) and other words that begin or end with digraphs (*wish, this, chop, that, then, Charlie,* etc.). See how many of these words you and your child can find.

Lesson 25

Words that start with **kn**



Say each word. Draw a line under the first two letters of each word, like this: know. What sound do you hear?

know	knee	knock
knot	knew	knife

Each word begins with the same sound you hear in *nose*. This sound can also be spelled with **kn**.

1. Which word sounds like *not?* _____
2. Which word sounds like *no?* _____
3. Which word sounds like *new?* _____
4. Which word fits in each sentence?

   I need a sharp _____ to cut this string.

   I scraped my _____ when I fell.

   Did someone _____ at the door?

Notes
These words all begin with the /n/ sound spelled **kn**. The initial *k* is silent. The first three questions remind your child that there are other words, called *homophones*, that have the same sound as words on this list: *not-knot, no-know, new-knew,* etc. The initial *k* is needed in these words to make the meaning clear. knot; know; knew; I need a sharp **knife** to cut this string. I scraped my **knee** when I fell. Did someone **knock** at the door?

Lesson 26

Words that start with qu

Say each word. Draw a line under the first two letters of each word

quiet	quick	quit
quite	queen	quack

Each word begins with the /kw/ sound. This sound is often spelled **qu** at the beginning of words.

1. Which word rhymes with *pick?* _____

2. Which word rhymes with *green?* _____

3. Which word rhymes with *hit?* _____

4. Which word fits in each sentence?

   I like to hear the ducks _____ .

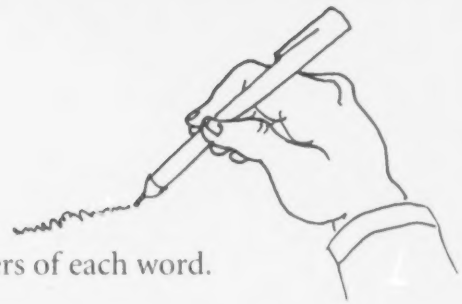
   There is not _____ enough rope to reach this far.

   It was very _____ after the storm ended.

Notes
The **qu** spelling is often used for the /kw/ sound, especially at the beginning of words. Point out the fact that the letter *q* must always by followed by *u*, and the two letters together spell the /kw/ sound. Also stress the difference between *quiet* (two syllables) and *quite* (one syllable). quick; queen; quit; I like to hear the ducks **quack**. There is not **quite** enough rope to reach this far. It was very **quiet** after the storm ended.

Lesson 27

Words that start with **wr**



Say each word. Draw a line under the first two letters of each word.

write	wrong	wrote
wrap	wrist	wreck

These words begin with the same sound you hear in *red*. This sound can also be spelled **wr** at the beginning of some words.

1. Which word rhymes with *note?* _____

2. Which word rhymes with *tap?* _____

3. Which word rhymes with *neck?* _____

4. Which word fits in each sentence?

   I like to _____ letters to my friends.

   This coat is the _____ size for me.

   I hurt my hand and my _____ when I fell.

Notes
In these words, the initial /r/ sound is spelled **wr**; the *w* is silent. Point out that the pattern *wr* must be used to give the correct meaning to these words. wrote; wrap; wreck; I like to **write** letters to my friends. This coat is the **wrong** size for me. I hurt my hand and my **wrist** when I fell

Lesson 28

The long **a** in **rain** and **day**

Say each word. Hear the long a in each word.

rain	day	wait	say
may	paint	stay	sail

The long **a** sound is spelled *ai* in some words. It can be spelled *ay* in other words.

1. Which words are spelled with **ai**?

2. Which words are spelled with **ay**?

3. Which word fits in each sentence?

   I like to _____ pictures with my brush.

   We spent all _____ at the beach.

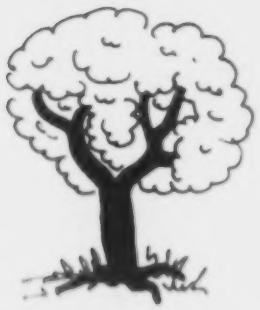
   How long did you _____ for the bus?

Notes

Earlier you saw the VCe spelling for long a in words such as *cake* and *made*. This list introduces the **ai** and **ay** spellings for long **a**. The two vowel letters together act as a marker that let you know the vowel sound is long. Also, **ai** is always followed by a consonant but **ay** is used as an open vowel sound at the end of words. rain, wait, paint, sail; day, say, may, stay; I like to **paint** pictures with my brush. We spent all **day** at the beach. How long did you **wait** for the bus?

Lesson 29

The long **e** in **tree**



Say each word. Hear the long **e** in each word.

see	need	feel	bee
feet	seen	tree	queen

The long **e** sound is spelled *ee* in these words.

1. Which words end with long **e** spelled *ee*?

2. Which words rhyme with *green*?

3. Which word rhymes with *seed?* _____

4. Which word rhymes with *peel?* _____

5. You put your shoes on your _____ .

Notes

These words have the long e sound spelled *ee.* This vowel digraph appears at the end of a few words such as *see, bee, tree,* and *three.* Many other words have *ee* followed by a consonant Also point out that the word *queen* not only has the long e sound but also begins with the *qu* spelling we saw earlier. see, bee, tree; seen, queen; need; feel; feet

Lesson 30

The long **e** in **leaf**

Say each word. Hear the long **e** in each word.

sea	each	read	tea
team	leaf	eat	teach

The long **e** sound is spelled *ea* in these words.

1. Which words begin with **ea**?

2. Which words end with **ea**?

3. Which words rhyme with **reach**?

4. Which word fits in each sentence?

   I like to _____ books about pirates.

   Our softball _____ only lost one game.

   I found a red _____ under the tree.

Notes
These words use the other most important spelling for long **e**: the vowel digraph *ea*. The word *sea* sounds like *see* in the preceding lesson, but the meaning of each word is different because of the spelling. each, eat; sea, tea; each. teach; I like to **read** books about pirates. Our softball **team** lost every game. I found a red **leaf** under the tree.

Lesson 31

The long **i** in **pie** and **sky**

Say each word. Hear the long **i** in each word.

pie	sky	tie	fly
try	lie	my	die

Some words have long **i** spelled with the letter *y*. Other words have long **i** spelled *ie*.

1. Which words end with long **i** spelled *y*?

2. Which words end with long **i** spelled *ie*?

3. Which word fits in each sentence?

I saw some birds in the _____ .

The birds like to _____ and sing.

I can _____ on the grass to watch them.

Can you _____ a knot in this string?

Notes
These words show the use of final *y* as one spelling for long **i** at the end of words. Another spelling is *ie*, which can also appear at the end of some words. sky, fly, try, my; pie, tie, lie, die; I saw some birds in the **sky**. The birds like to **fly** and sing. I can **lie** on the grass to watch them. Can you **tie** a knot in this string?

Lesson 32

The long o in **boat** and **snow**

Say each word. Hear the long **o** in each word.

road	slow	boat	know
show	coat	snow	soap

Long **o** is spelled *oa* in some words. It is spelled *ow* in other words.

1. Which words have long **o** spelled *oa*?

2. Which words have long **o** spelled *ow*?

3. Which word fits in each sentence?

   A turtle is a _____ animal.

   The car bounced down the bumpy _____ .

   I _____ the answer to this question.

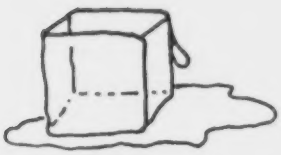
   It's cold today. You had better wear your _____ and hat.

Notes

Earlier you saw the long **o** sound spelled with the VCe pattern, as in *hope*. This lesson shows two more spellings. The vowel digraph *oa* is always followed by a consonant, but the pattern *ow* can often be found at the end of words. road, boat, coat, soap; slow, know, show, snow; A turtle is a **slow** animal. The car bounced down the bumpy **road**. I **know** the answer to this question. It's cold today. You had better wear your **coat** and hat.

Lesson 33

The long **u** in **cube** and **few**



Say each word. Hear the long **u** in each word.

use	few	tube	new
chew	tune	knew	cube

Long **u** is spelled with the letter *u* and a final *e* in many words. It can also be spelled *ew* in other words.

1. Which words are spelled with **u** and a final *e*?

2. Which words have long **u** spelled *ew*?

3. Which word fits in each sentence?

   Be sure to _____ your food.

   I can play a _____ on the piano.

   There are only a _____ cookies left.

   I need a new _____ of toothpaste.

Notes
This lesson introduces the VCe spelling for long **u** in words such as *use* and *cube*. The long **u** sound is also spelled *ew* in other words. The words *knew* and *new* sound alike, but each word has its own meaning.
use, tube, tune, cube; few, new, chew, knew; Be sure to **chew** your food. I can play a **tune** on the piano. There are only a **few** cookies left. I need a new **tube** of toothpaste.

Review

Changing Short Vowels to Long Vowels

Here are some words with short vowels. You can add just one letter to change each word to a long vowel. Here's how: change *a* to *ai* (*pan— pain)*; change *e* to *ee* (*met—meet)* or to *ea (led—lead);* or change *o* to *oa (got—goat).*

Short **a**	Long **a**
1. ran	
2. man	
3. pal	

Short **e**	Long **e**
4. fed	
5. bed	
6. step	
7. men	

Short **o**	Long **o**
8. cot	
9. rod	
10. sop	

Notes
Point out the example words in the instructions so your child will see that the long-vowel words have the spellings *ai, ee, ea,* or *oa.* Also stress the difference in sound as each short vowel changes to long. rain; main; pail; feed; bead; steep; mean; coat;. road; soap

The King and Queen Go Walking

One day a King and a Queen went out for a walk.

"Do you think it will snow?" asked the King.

"No. The sky is clear, and the sun is warm," said the Queen.
"Besides, it's summertime."

"Then maybe it will rain," said the King. "I like rain better than snow."

"You should write a note to the royal weatherman. He has been wrong every day for a week now."

"Yes," said the King. "He doesn't know what he's doing. I should get a better weatherman, one who likes rain as much as I do."

"We should plant some seeds and watch them grow," said the Queen.

"Yes. I'd like some large green trees in my yard," said the King.

"Trees are very slow to grow," said the Queen.

"That's all right," said the King. "I'll call the royal gardener."

"We should walk back up the road now," said the Queen. "It's getting late, and I'm cold. So you think it will snow?"

"We'll have to ask the royal weatherman about that," said the King.

Notes

This story contains a few words beginning with *kn, qu,* and *wr (know, queen, wrong)* and a number of words with long vowels spelled *ai, ee, ea, oa,* and *ow (snow, rain, week, know, seeds, leaf, coat)*. See how many of these words your child can find.

Lesson 34

The long i in **tied** and **tried**

Say each pair of words. Notice the spelling at the end of each word.

try — tried	die — died
tie — tied	dry — dried

The ending *-ied* tells about something we did in the past. The letters *-ied* have the long **i** sound.

1. Which words end with *y* and change to *-ied*?

try - _____ - _____

2. Which words end with *ie* and add only the letter *d*?

tie - _____ - _____

3. Which word fits in each sentence?

I have already _____ the pieces of rope together.

Yesterday I _____ to win the game.

All the clothes have _____ in the sun.

The plants _____ because they weren't watered.

Notes
All these words have the long **i** sound and rhyme with *ride*. The ending *-ied* is used to form the past tense with some verbs. Several of these verbs already end with *-ie*, so only the letter *d* is added. Verbs that end with *y* change the *y* to *i* before adding *-ed*. try - tried, dry - dried; tie - tied, die - died; I have already **tied** the pieces of rope together. Yesterday I **tried** to win the game. All the clothes have **dried** in the sun. The plants **died** because they weren't watered.

Lesson 35

The long **e** at the end of **baby**

Say each word. Notice the sound at the end of each word.

baby	happy	funny	lucky
many	very	pretty	party

Each word has two syllables. Each syllable has its own vowel sound. The last syllable has the long **e** sound spelled *y*.

Write the word that fits in each sentence.

1. The flowers are p_____.
2. The movie was f_____.
3. My friend has a new b_____ brother.
4. You were l_____ to find your gloves.
5. It is _____ cold today.
6. I had a good birthday _____.
7. I never saw so _____ birds in one tree!
8. We were _____ when we won the game.

Notes
These words show how the letter *y* has the long **e** sound at the end of two-syllable words such as *baby* and *happy*. Your child should write in the word that makes sense in each sentence. The first four sentences provide the first letter of the missing word as a prompt. pretty; funny; baby; lucky; very; party; many; happy

Lesson 36

The vowel sound in **mouse**

Say each word. Listen to the vowel sound.

out	mouse	round	house
loud	ouch	cloud	sound

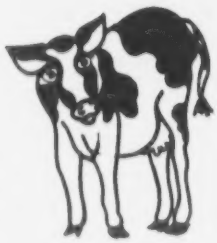
The letters *ou* blend together to make one sound in these words.

Which word fits in each sentence?

1. I said ouch when I hit my finger!
2. A little mouse ran under the log.
3. Let's go into the house to get warm.
4. Did you hear the sound of thunder?
5. Let's go out and play.
6. The noise of the train was very loud .
7. The snowball is nice and round .
8. There is not a cloud in the sky today.

Notes
The vowel sound spelled **ou** is called a *diphthong*. It blends two vowels smoothly together, as you hear in *out* and *round*. ouch; mouse; house; sound; out; loud; round; cloud

Lesson 37



The vowel sound in **cow**

Say each word. Listen to the vowel sound.

now	cow	how	brown
clown	crowd	down	plow

The vowel sound you heard in *out* can also be spelled *ow* in *now* and *brown*.

Which word fits in each sentence?

1. I don't know _____ he hurt his leg.
2. A large _____ attended the game.
3. The farmer must _____ his fields.
4. We need to leave right _____ so we won't be late.
5. Which circus _____ did you like best?
6. Don't fall _____ on those sharp rocks!
7. My dog is _____ with white spots.
8. The _____ is waiting to get into the barn.

Notes

In Lesson 36 you saw and heard the diphthong spelled *ou* in *out*. This lesson shows that the same diphthong can also be spelled *ow* in words such as *now* and *crowd*. how; crowd; plow; now; clown; down; brown; cow

Lesson 38

The vowel sound in **boy** and **coin**

These words blend two vowels smoothly to form one sound. Some words spell this sound with *oy* and others spell the same sound with *oi*.

boy	oil	toy
coin	point	join

Which word fits in each sentence?

1. Can you _____ to your city on the map?

2. My little brother has a _____ fire engine.

3. Put some _____ on that squeaky wheel.

4. Would you like to _____ our club?

5. Each _____ on the team has his own glove and bat.

6. Put another _____ in the candy machine.

Notes
This lesson presents another diphthong that can be spelled in two ways. The letters *oi* or *oy* blend smoothly together to produce the sound you hear in *oil* and *boy*. point; toy; oil; join; boy; coin

Review

The Vowel Sounds in **oil** and **round**

Say the word that names each picture. Listen to the vowel sound you hear in each word. Draw a circle around the letters that spell the vowel sound in each word.

1.

oy
ou
ow

2.

ou
oi
ow

3.

oi
ow
oy

4.

ow
oy
ou

5.

oi
ow
oy

6.

ou
oy
oi

7.

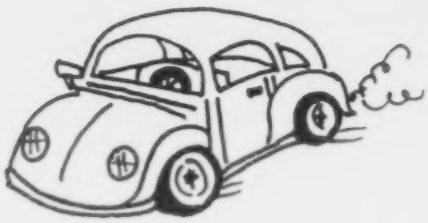
oy
ow
ou

8.

ou
oi
ow

Notes
Each picture has three possible spellings for the diphthong heard in the word that names the object. Make sure your child selects the one that fits in the word that names each object. house; plow; coin; mouse; cow; boy; cloud; clown

Lesson 39



The vowel + *r* sound in **car**

Say each word. Listen to the vowel sound.

car	far	hard	farm
part	dark	barn	park

In each word the vowel letter *a* is followed by *r*. The *r* changes the sound of the vowel *a*. You hear this ***ar*** sound in *car* and *farm*.

Write the word that fits in each sentence. Draw a line under the letters **ar** in each word: **f<u>ar</u>m**.

1. Let's _____ our bikes under those trees.
2. We saw lots of horses and pigs on the _____ .
3. It gets _____ as soon as the sun goes down.
4. How _____ is it from your house to school?
5. This bread is too _____ to chew.
6. The cows are going into the _____ .
7. I can only eat _____ of this pizza.
8. Our new _____ is in the garage.

Notes
This is the first lesson devoted to "r-controlled vowels." These are the vowels whose sound is affected by the letter *r* which follows them. Make sure your child understands that the *ar* combination is the important thing. Also make sure to distinguish it from the *ra* pattern in words such as *trap* and *track*. park; farm; dark; far; hard; barn; part; car

Lesson 40

The vowel + *r* sound in **fork**

Say each word. Listen to the vowel sound.

for	store	or	storm
corn	fort	horn	fork

In each word the vowel letter *o* is followed by *r*. The *r* changes the sound of the vowel *o*. You hear this ***or*** sound in *for* and *corn*.

Write the word that fits in each sentence. Draw a line under the letters **or** in each word.

1. Do you want this sandwich _____ that one?
2. How much did you pay _____ your bike?
3. I like to eat _____ on the cob.
4. The soldiers built a _____ to protect themselves.
5. That car has a very loud _____ .
6. The bad _____ blew down a lot of trees.
7. I dropped my _____ on the floor.
8. We went to the _____ to buy some bread and milk.

Notes
These words have the r-controlled vowel sound spelled *or*. Make sure your child realizes the importance of this combination of letters and hears the effect the *r* has on the vowel. or; for; corn; fort; horn; storm; fork; store

Lesson 41

The vowel + *r* sound in **fern**

Say each word. Listen to the vowel sound.

her	perch	clerk	herd
germ	person	jerk	fern

These words have the vowel *e* followed by the letter *r*. The letter *r* changes the sound of the vowel. You hear this ***er*** sound in *her* and *germ*.

Write the word that fits in each sentence. Underline the letters *er* in each word.

1. A big green _____ was growing in the flower pot.
2. We saw a large _____ of elephants on TV.
3. The store _____ sold us some candy.
4. This plate is so clean that no _____ could live on it.
5. Give a copy of the book to each _____ in the room.
6. Kim left _____ homework on the bus.
7. Birds like to _____ on tree branches.
8. Don't _____ on the dog's leash so hard!

Notes
This lesson introduces the first of several spellings for the /er/ sound in *her*. Make sure your child realizes that the letters *er* together spell the sound of this r-controlled vowel. Young children sometimes confuse this with the letters *re* and write *grem* for *germ*, for example. fern; herd; clerk; germ; person; her; perch; jerk

Lesson 42

The vowel + *r* sound in **bird**

Say each word. Listen to the vowel sound.

first	girl	shirt	bird
dirt	skirt	stir	circle

These words have the same ***er*** sound you heard in *her*. However, this sound is spelled *ir* in these words.

Write the word that fits in each sentence. Underline the letters *ir* in each word.

1. Don't get any _____ on your new clothes!
2. All the kids stood around in a big _____ .
3. I was the _____ student to finish the test.
4. I don't know if these gloves belong to a boy or a _____ .
5. We watched the _____ build a nest in the tree.
6. Kim got a new _____ to go with her blouse.
7. Be sure to _____ the soup while it cooks.
8. I spilled ketchup all over my new _____ .

Notes
This is the second spelling for the /er/ sound. This *ir* spelling is used in a number of familiar words. As in the preceding lesson, make sure your child realizes that the pattern is *ir*, not *ri*. Young children sometimes write *brid* or *gril* for *bird* or *girl*. dirt; circle; first; girl; bird; skirt; stir; shirt

Lesson 43

The vowel + *r* sound in **worm**

Say each word. Hear the vowel sound in each word.

work	word	worm	world
worst	worry	worse	worth

These words also have the ***er*** sound you heard in *her* and *bird*. Here the words begin with *w* followed by *or*, which has the ***er*** sound in these words.

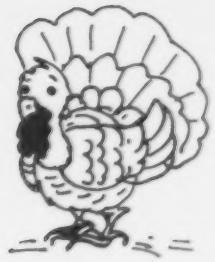
Write the word that fits in each sentence. Underline the letters *or* in each word.

1. A big fat _____ crawled out of the mud.
2. I want to travel around the _____ someday.
3. This baseball bat is _____ at least ten dollars.
4. That is the _____ banana I ever ate!
5. We had to _____ a long time to finish the job.
6. This apple tastes _____ than that one.
7. Which _____ belongs in this sentence?
8. Don't _____ about the test. You'll do fine!

Notes
This is the second spelling for the /er/ sound. This *ir* spelling is used in a number of familiar words. As in the preceding lesson, make sure your child realizes that the pattern is *ir*, not *ri*. Young children sometimes write *brid* or *gril* for *bird* or *girl*. worm; world; worth; worst; work; worse; word; worry

Lesson 44

The vowel + *r* sound in **turkey**



Say each word. Hear the vowel sound in each word.

turn	fur	nurse	burn
purple	turkey	church	curve

All of these words also have the ***er*** sound you heard in *her, bird,* and *work.* Notice that each word is spelled with the *ur* pattern, which has the ***er*** sound.

Write the word that fits in each sentence. Underline the letters *ur* in each word.

1. The _____ put a bandage on my knee.
2. Look at the big colored windows in that _____!
3. You should drive slowly around a _____ in the road.
4. The wet leaves would not _____ very well.
5. My cat has soft _____ and long whiskers.
6. I like the _____ color of these grapes.
7. Be sure to _____ off the lights when you leave.
8. We had a big _____ for Thanksgiving.

Notes
This is the last of the spellings for the /er/ sound. Make sure your child realizes that the pattern is *ur* and doesn't reverse the letters by writing *trun* or *cruve.* nurse; church; curve; burn; fur; purple; turn; turkey

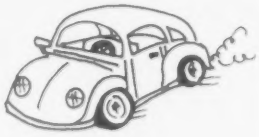
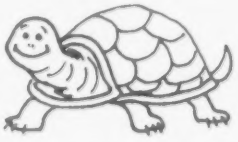
Review

R-Controlled Vowels

Here are some words with the *ar*, *or*, and *er* sounds. Say each word.

shirt	barn	worm
bird	fork	fern
girl	car	turtle

Now write the word that names each picture.

1.
2.
3.
4.
5. 
6. 
7.
8.
9.

Notes
The words that name these pictures also review the three basic r-controlled vowels we have just studied.
fork; worm; fern; girl; car; turtle; shirt; barn; bird

A Visit to the Farm

Carl and Marge got into the car. They were going with their parents to visit Farmer Jones.

"How far is it to the farm?" asked Carl as they drove along.

"Just a few more minutes," said Dad. "We'll turn off at the next road and be there in a jiffy."

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Soon they saw the barn and the farmhouse in the distance. Dad blew the car horn as they drove up, and Farmer Jones walked out to meet them. "I'm glad you got here early," he said. "We're supposed to have a storm this afternoon."

"We'll look around before that happens,"said Mom . "What would you like to see, kids?"

"Let's go to the barn first," said Marge. They went in and saw where the cows and horses stay at night. There was a big pile of hay in one corner, and a bin full of corn in another corner.

"Let's go out into the field," said Carl. "I'll bet it takes a lot of work to harvest all these crops."

"We need some rain soon," said Farmer Jones. "The crops will burn if they don't get rain. The dirt is awfully dry now. I hope that storm gets here soon"

As they walked around, Carl and Marge saw a turkey walk slowly across the yard. Then a big bird flew down and scared it away.

"Wow!" cried Marge. "Vultures are scary."

For the rest of the day, they roamed through the fields and the woods nearby.

After lunch they headed back home. After a while, the sky became dark and the rain began to fall. The windshield wipers went flip-flap, flip-flap.

Now Farmer Jones wouldn't have to worry about his crops any longer.

Notes

This story contains many words that have r-controlled vowels: *farm, barn, storm, corn, bird, dirt, work, turn, burn*, and so on. Help your child find as many of these words as possible.

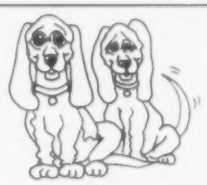
Lesson 45

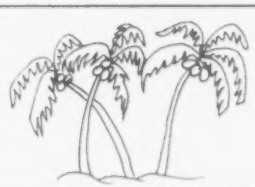
The ending -s

Say each word. Notice the ending of each word.

books	birds	dogs
cats	trees	coats
bikes	clowns	socks

Each word ends with the letter *s*. This lets you know that each word names more than one thing. Write the word that names each picture.

1. 

2 

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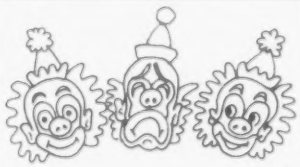
5 

6.

7.

8

9.

Notes

This lesson gives a number of nouns that add *-s* to form the plural. In some words, the final *-s* has the /s/ sound (as in *books*), while in other words it has the /z/ sound (as in *dogs*). In spite of the change of sound, the same letter is used to form the plural in all these nouns. dogs; trees; socks; bikes; clowns; birds; cats; books; coats

Lesson 46

The ending -es

Say each word. Notice the ending of each word.

glasses	bushes	boxes	lunches
foxes	bunches	dresses	wishes

Each word ends with *es*. This lets you know that each word names more than one thing. Write the word that fits in each sentence.

1. The ball rolled into those _____ over there.
2. How many _____ did you make on your birthday?
3. Two little _____ were playing in the forest.
4. I picked three _____ of flowers in the yard.
5. Let's pour the lemonade into these _____ .
6. Ellen bought three new _____ yesterday.
7. Put the toys into those two _____ over there.
8. We had to make a lot of _____ for all the guests to eat.

Notes

These words are also plural nouns that name two or more things. These words end with *-es* rather than *-s* because the singular form of each noun ends with a "breathy" sound spelled *ss (dress), sh (bush), ch (lunch),* or *x (fox)*. The extra syllable provided by *-es* makes it easier to pronounce the plural form of each of these nouns. bushes; wishes; foxes; bunches; glasses; dresses; boxes; lunches

Lesson 47

The ending -ed

Say each word. Notice the ending of each word.

looked	waited	parked	shouted
started	moved	loaded	missed

The ending *-ed* is used at the end of verbs. It lets you know that something has already happened in the past. Write the word that fits in each sentence.

1. We _____ an hour for the bus.
2. The men _____ the bricks onto the truck.
3. The movie _____ before we arrived.
4. John _____ everywhere for his missing cap.
5. Mom _____ the car across the street.
6. I _____ to Bill, but he didn't hear me.
7. My friend _____ to another town last week.
8. I almost _____ the bus because I was late.

Notes
This ending is used to form the past tense of verbs. This indicates that something has already taken place at an earlier time. Contrast the sound at the end of *looked* with that at the end of *waited*. When words end with *t* or *d*, the ending *-ed* adds a new syllable. waited; loaded; started; looked; parked; shouted; moved; missed

Lesson 48

The ending -er

Say each word. Notice the ending of each word.

bigger	faster	hotter	slower
longer	fatter	colder	smaller

Each word ends with *-er*. This is used when you want to compare two things. Write the word that fits in each sentence.

1. This pig is a lot _____ than that one.
2. I can run _____ than Joan can.
3. The sun is _____ today than it was yesterday.
4. The puppies are much _____ than their mother.
5. This turtle walks _____ than the others.
6. One elephant was much _____ than the others.
7. I walked for a _____ distance than he did.
8. The wind is _____ today than it was yesterday.

Notes
The ending *-er* is added to adjectives to allow a comparison between two things: An elephant is *bigger* than a horse. This ending adds a new syllable with its own /er/ sound. Some adjectives double the final consonant before adding *-er* (*bigger, hotter*), while most do not change the spelling of the adjective at all. fatter; faster; hotter; smaller; slower; bigger; longer; colder

Lesson 49

The ending **-est**

Say each word. Notice the ending of each word.

biggest	fastest	hottest	slowest
longest	tallest	coldest	smallest

Each word ends with *-est*. This is used when you want to compare *more* than two things. Write the word that fits in each sentence.

1. The cheetah is one of the _____ runners in the world.
2. This big pine tree is the _____ one in the forest.
3. The snail is one of the _____ animals in the world.
4. B-r-r-r! This is the _____ day we've had all winter.
5. That movie lasted for hours! It is the _____ one I ever saw!
6. A hummingbird is the _____ bird of all.
7. I'm burning up! This is the _____ day all summer.
8. The whale is the _____ animal in the ocean.

Notes
The ending *-est* is added to adjectives to make comparisons among three or more things. As with the *-er* ending, the final consonant is doubled in some words such as *hot* and *big*, while the spelling of the adjective is not changed in other words such as *cold*. fastest; tallest; slowest; coldest; longest; smallest; hottest; biggest

Review

Word Endings

Say each word. Notice the ending of each word.

looked	boxes	waited	biggest
bugs	faster	dishes	books

As you read each sentence, look at the words written below each blank space. Write the word with the correct ending in the blank space.

1. Yesterday I _____ an hour for a ride home.
   waits waited

2. There were millions of _____ at the picnic!
   bugs bug

3. How many _____ will it take to hold these toys?
   boxs boxes

4. That St. Bernard is the _____ dog I've ever seen!
   bigger biggest

5. Only two _____ got broken when we moved.
   dishes dish

6. A greyhound can run _____ than a poodle.
   fast faster

7. Have you _____ behind the couch for your gloves?
   looks looked

8. Which one of these _____ do you like best?
   book books

Notes
This lesson reviews the plural endings *-s* and *-es*, the past tense ending *-ed*, and the adjective endings *-er* and *-est*. waited; bugs; boxes; biggest; dishes; faster; looked; books

Lesson 50

The long i in light

Say each word. Notice the sound at the end of each word.

night	right	tight
light	sight	might

These words all have the long i sound. The letters *-ight* have the same sound you hear in words such as *kite* and *bite.*

Write the word that fits in each sentence.

1. Did you get the _____ answer for each question?
2. There is a bright _____ shining in the window.
3. The Grand Canyon is an amazing _____ to see!
4. It was very dark and stormy last _____ .
5. This narrow space is too _____ for me to squeeze through.
6. I think we _____ go to see my aunt next week.

Notes
This lesson focuses on the complete base *-ight,* which spells the same sound found in words such as *white.* Make sure your child understands that the important thing is the complete base *-ight;* even though the letters *gh* are silent, they indicate that the complete pattern has the *-ite* sound. right; light; sight; night; tight; might

Lesson 51

The vowel sound in **book**

Say each word. Notice the vowel sound.

book	look	wood
took	cook	good

These words have an unusual vowel sound. It is somewhere between the short **o** on *hop* and the long **o** in *hope*. This sound can also be spelled with the letter *u* in *put* and *push*.

Write the word that fits in each sentence.

1. I like to _____ out the window at the snow.
2. This pizza doesn't taste very _____ .
3. Do you know how to _____ a can of soup?
4. Yesterday we _____ our cat to the doctor.
5. Which _____ are you reading now?
6. This table is made of beautiful _____ .

Notes
This lesson introduces a vowel sound that is not quite the same as long or short **o**. As the instructions point out, the same sound is sometimes spelled with *u* in *put* and *push*, but it is more often spelled *oo*. look; good; cook; took; book; wood

Lesson 52

Words ending with the **shun** sound

Say each word. Notice the sound at the end of each word.

nation	fraction	fashion
action	cushion	section

These words all end with the sound you hear in *shun*. This sound can be spelled with *-tion* in some words and with *-shion* in others.

Write the ending that fits in each example. Say each word after you have written it.

1. ac _____
2. cu _____
3. na _____
4. sec _____
5. fa _____
6. frac _____

Notes
This lesson points out that the endings *-tion* and *-shion* both have the sound of the word *shun*. The idea is to make your child aware that there is sometimes more than one spelling for a certain sound. action; cushion; nation; section; fashion; fraction

Review

The Vowel Sound in **light** and **book**; the Ending **shun**

Say each word. Notice the sound and spelling of each word..

light	action	book
cushion	good	night

Write the word that fits in each sentence.

1. That movie was exciting! It had lots of _____ .
2. Did you read the _____ I told you about?
3. We need a brighter _____ in the hallway.
4. I like that big chair with the soft _____ .
5. Did you see the eclipse of the moon last _____ ?
6. This hamburger tastes very _____ .

Notes
This lesson reviews the vowel sounds in words such as *night* and *look* and the *shun* sound spelled with *-tion* or *-shion*. action; book; light; cushion; night; good

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